

COLWALL CofE



PRIMARY SCHOOL

“Loving, learning and living life in all its fullness”

Special Educational Needs and Disability Local Offer February 2021

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SEND Governor: Mrs Lloyd
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Colwall C of E Primary School's Offer in support of pupils with Special Educational Needs and or Disability (SEND)

Information Report

Statement of Intent

Colwall C of E Primary School is an inclusive church school with a caring, family feel. Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares all our pupils as confident, happy citizens, irrespective of their educational needs.

As a part of the 'Children's and families Act 2014' every provider for additional needs is required to give a summary of what it can offer to help support and care for pupils that may require additional support in school.

The SEND Code of Practice (2014) defines a child as having Special Educational Needs if "they have a learning difficulty or disability which calls for special educational provision to be made for him or her". A child is defined as having a learning difficulty or disability if he or she "has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools ..."

Please see below to find details of what we offer as a school and who to contact if you have any further queries or questions.



How we define Special Educational Needs (SEN):

We consider children to have special educational needs if they have difficulties that are additional to, and different from the majority of their peers.

How do we identify SEN?

- A concern may be raised by the parent/carer, teacher or the child.
- A pupil may have a professional diagnosis (e.g. from a paediatrician).
- We continually monitor pupil progress and limited or slow progress will be recognised by the teacher or SENDCo as potentially identifying SEN.

What should I do if I think my child has SEN?

- Firstly, contact the child's class teacher. If a concern is raised about a pupil's progress, discussions will take place between the parent, class teacher and SENDCo and possible support strategies put in place.
- You may also wish to contact the school SENDCo, Mrs Caroline Ainsworth, by making an appointment with her through the school office on 01684 540532.

How will I know my child is being supported at Colwall C of E Primary School?

At Colwall School, we take a graduated approach:

Stage 1 – Quality First Teaching:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- If a concern is raised about a pupil's progress, discussions should take place between the class teacher, parent and SENDCo. The pupil will be monitored and possible support strategies put in place.
- Pupil Progress Meetings are used to monitor and assess the progress being made by pupils.

Stage 2:

- This recognises pupils who are identified as requiring additional and different help to that which has been provided at Stage 1.
- Pupils become Stage 2 if they are assessed as being significantly behind their expected level for 3 consecutive half term assessments.
- At this stage the SENDCo will seek consent from parents to assess a pupil, or refer to an external agency, to ascertain what the specific barriers to learning may be.
- Pupils will now be placed on the SEN Support Register, and an Individual Education Plan will be provided which will detail the specific provision that will be made.
- An IPM (Individual Provision Map), identifying learning targets and associated interventions, is produced for children on the SEN register.
- It will be the responsibility of the SENDCo to monitor the IPMs, the effectiveness of the provision and the progress of the pupils.

Stage 3:

- When a pupil has been identified as having SEN, and steps have been taken for provision under Stages 1 and 2 but the pupil has not progressed as expected, the school will consider Stage 3 support.
- This may involve further consultation with external agencies, who will make their own assessments of the pupil and provide support in the planning of extended provision and continued support.
- The SENDCo will be responsible for monitoring that the advice of external agencies is being followed, and will liaise with the agencies when required.

How will I know how my child is getting on?

- We pride ourselves on the good relationships we build between parents, carers and other professionals in working together to meet the needs of the child.
- Parents with children on the SEN Register meet to review IPM targets with their child's class teacher, three times per year (in addition to whole school parent evenings).

What is an Education, Health and Care Plan (EHCP)?

- If a pupil has life-long or significant difficulties, the School, family and/or other stakeholders may request a statutory assessment from the Local Authority, with a view to receiving an 'Education, Health and Care Plan'.
- The SENDCo is available to guide you through this process, if required.
- Further specialist provision may be put in place.
- The SENDCo will be responsible for monitoring the provision, and for preparing the Annual Review meeting that will take place for these pupils on a yearly basis.

How will transitions from one class to another be managed?

- The SENDCo is responsible for planning all transitions for pupils with SEN.
- Carefully planned transitions take place between year groups at the end of every school year.
- For pupils with very specific needs, the SENDCo will arrange to meet with the parents, teachers and any support staff involved with the child.
- Training will be arranged for staff who will be working with specific needs, especially medical ones.
- The SENDCo and Year 6 class teacher will be involved with the transition process of SEN pupils to High School.
- For in-year transitions, the SENDCo will be part of the transition discussions, and may assess the current ability of new pupils to the school.

School Entitlement Offer – the categories of need and how we implement appropriate provision.

Communication and interaction	Autistic Spectrum Disorder (ASD) Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none"> • Consultation with specialists • IPMs • Small group interventions, such as Talk Boost and Teaching Talking • Support assistant • Provision of CPD for staff • Nurturing ethos to maintain self-esteem • Individual timetables
Cognition and learning	Moderate Learning Needs (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD)	<ul style="list-style-type: none"> • IPMs. • Provision of CPD for staff. • Consultation with specialists. • Differentiated curriculum to meet educational needs. • Nurturing ethos to maintain self-esteem. • Intervention programmes specific to needs, e.g. Read, Write Inc., Lifeboat Dyslexia programme, Numicon Breaking Barriers.
Social emotional and mental health	Emotional well being Social behaviour Learning behaviour (SEM)	<ul style="list-style-type: none"> • Social skills intervention, e.g. The Zones of Regulation • ELSA (Emotional Literacy Support Assistant) sessions • Pupil and Family Support Worker via <i>Early Help Assessment</i>.
Sensory and/or physical	Hearing impairment (HI) Visual impairment (VI) Physical / Health / Medical (PD)	<ul style="list-style-type: none"> • Local Authority Inclusion Team – advice on adaptations to be made, and equipment/resources that are required e.g. soundfield system • Access to Physiotherapists and Occupational Therapists on an individual basis (through referrals). • VI and HI specialist teachers visit pupils and provide advice to the school. • Specialist equipment provided. • CPD arranged for staff.

Will my child be able to access the school?

Our school, opened in 2018, is purpose built for SEND. We have full wheelchair access, disabled toilets, hoist, shower and changing facilities.

External agencies

The school works closely with many external agency providers, including:

- For Looked After Children (LAC), the school works with the social care team, EDULAC team and Virtual Head.
- Gypsy, Roma and Traveller services.
- English as an Additional Language team (EAL).
- Child and Adolescent Mental Health Services (CAMHS).
- Local Health Services, including community, specialist and school nurses, Physiotherapists and Occupational Therapists.
- Educational Psychologists.
- Speech and Language Therapists.
- Behaviour Support Team.
- Young Carers.
- Inclusion Team.
- Education Welfare team.
- Local Authority SEND team.

Staffing Expertise and training

All staff undergo internal training through staff meetings and INSET days, including dyslexia, dyscalculia, Sensory issues, ASD etc
All staff undergo Safeguarding training.
Most staff have been Team Teach trained (techniques for physical restraint)
SENDCo: National SENCo Award Active member of the Herefordshire Network SENCo group

What if I have a complaint about the school or an individual?

Our complaints policy outlines the process for making a complaint. A copy of this is available on the school website or at the school office.

Herefordshire SEN 'Local Offer'

Services available through Herefordshire Council can be found in their 'Local Offer' at;

[Local Offer: Special educational needs and disabilities \(SEND\) - WISH Herefordshire \(wisherefordshire.org\)](http://wisherefordshire.org)

NB: this is a working document and continually monitored and amended as necessary.